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BOOK NOTES.

G. S. H.

Die Ideenassoziation des Kindes. VON TH. ZIEHEN. Berlin: Reuther und Reichard, 1898. pp. 66. Price, Mk. 1.50.

A scientific study of the association of ideas, Professor Ziehen notes with surprise, has scarcely yet been made; although from a theoretical, no less than a pedagogical, point of view, no field promises richer results. Galton has, it is true, done something with the associated ideas of adults, but in the domain of genetic psychology one finds only the most incidental references to the subject, and Professor Ziehen's study is an attempt to break new ground. His test was carried on with forty-two boys, from eight to fourteen, in the practice school connected with Rein's Pädagogische Seminar at the University of Jena. Certain monosyllabic words—the names of well-known objects—were at stated intervals pronounced to the boys and they were required to give the immediately suggested idea. The children usually answered in a word and these answers, or associated ideas, Professor Ziehen groups (1) rapid (springende) associations and (2) reasoning (urteils) association. "Rose—red" illustrates the first group. There is manifest absence of reasoning, and ideas of time and space are not taken into consideration. In the second group the child answers, "The rose is red." Here a definite rose is considered and time and space are indicated. The idea presented is also connected with the resulting idea.

Verbal associations constituted less than 2% of the associations made by the children, but Professor Ziehen concludes that such associations are more common among adults and most common in persons having mania or some form of mental debility. A form of association—somewhat related to verbal association—namely, word-completion, he found more general among the children, as, for example, postal—card; heart—shaped; post—office, etc. The most significant facts brought out in Professor Ziehen's study are (1) the universal application of the law of contiguity with the young child—only in verbal associations was there any hint of the working of the law of similarity, and the verbal associations, it will be recalled, were not numerous; and (2) the strong emotional element in the associated ideas of children. This, says Ziehen, explains why the memory-images of school excursions form so readily and are reinstated so easily.

WILL S. MONROE.

Studien und Versuche über die Erlernung der Orthographie. Von HERMAN SCHILLER. Berlin: Reuther und Reichard, 1898. pp. 63. Price, Mk. 1.50.

The spelling problem, notes Professor Schiller, in his introduction, is far from settled—German contemporary pedagogical thought to the contrary, notwithstanding. The results obtained in the schools, which are far from satisfactory, justify some investigation into the psychological basis of accurate spelling. The customary way of acquiring word-forms, assumes the author, is primarily through the eye and the ear. In order to have the accurate orthography of a word, the pupil must *hear, see, pronounce* and *write* the new word; and in order to

test the relative value of visual, auditory and motor methods in spelling instruction, Professor Schiller devised a series of words which were in eleven different ways propounded to classes of boys ranging in age from eight to nine. The following were the variations of the tests: 1. Words pronounced by teacher, the pupils holding their mouths firmly closed; 2. Words pronounced by teacher, the pupils repeating the same in a low tone; 3. Words pronounced by teacher, pupils repeating the same in a loud tone; 4. Words pronounced by teacher, and the pupils write the words in the air; 5. Teacher writes the words on the board, the pupils close the mouth firmly, and look at it an instant; 6. The same, the pupils pronounce the words in a low tone; 7. Same, the pupils pronounce the words in a loud tone; 8. Same, the pupils write the words in the air; 9. The teacher pronounces the words, the pupils spell the same, that is, name the letters and syllables in the words; 10. The same, the pupils pronouncing the words in low tones; 11. The same, the pupils pronouncing the words in loud tones.

Each test was repeated eight different times with words which had not been taught to the boys and which must have been more or less new to them. The efficiency of the different methods was judged by the errors made in subsequent efforts to correctly render the lists of words learned. It should be borne in mind that each list had eight repetitions; and, as to relative size and difficulty of words in the different lists, the balances were pretty approximate. The following comparison with regard to errors made suggests the efficiency of current methods of teaching spelling: Words written on board by teacher and copied by pupils, they pronouncing at the same time in low tones, 277 errors; the same, pronouncing in loud tones, 298 errors; words written on the board by teacher, and then written in the air by the pupils, 344 errors; words pronounced by the teacher and then orally spelled by the pupils, 356 errors; words written on the board by the teacher and then pronounced in loud tones by the pupils, 589 errors; the same, pronounced in low tones, 642 errors; the same, with the mouth firmly closed, 763 errors; words pronounced by the teacher and written in the air by the pupils, 772 errors; the words pronounced by the teacher and repeated in loud tones by pupils, 1,213 errors; the same, repeated in low tones, 1,801 errors; the same with closed mouth, 1,902 errors.

A study of the errors leads one to conclude (1) that merely hearing words pronounced is the least effective way of learning to spell; (2) that exposing the word-form to the eye reduces the number of errors; (3) that seeing the word-form and copying the same produces a minimum of error; (4) that writing in the air reduces the number of errors in both the seen and heard lists of words; and (5) that loud speaking—with one exception—proved more effective than low speaking. Professor Schiller made similar experiments in a Latin class, employing the same method, but substituting the Latin for the German words, and the results agree substantially with those already noted. He reaches three tentative conclusions from the study; (1) necessity of absolutely correct pronunciation of all words used by the teacher; (2) dictation should be less used and copying more generally employed during the early years of school life; (3) more time should be given to writing words in the air.

WILL S. MONROE.

Le rôle social de la Femme. Devoirs. Droits. Education par MME. ANNA LAMPÉRIÈRE. 1 vol. in 12 de la *Bibliothèque de Philosophie contemporaine*, 2 fr. 50 (Félix Alcan, éditeur).

This book does not pretend to be a complete study of the subject, but rather presents some general views which the author thinks should